

Social Studies Standard Articulated by Grade Level

Strand 1: American History

Concept 1: Research Skills for History Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events. These performance objectives also appear in Strand 2: World History. They are intended to be taught in conjunction with appropriate American or World History content, when applicable.				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
PO 1. Retell personal events to show an understanding of how history is the story of events, people, and places in the past.	PO 1. Place important life events in chronological order on a timeline.	PO 1. <i>Place important life events in chronological order on a timeline.</i>	PO 1. Use timelines to identify the time sequence of historical data.	PO 1. Use the following to interpret historical data: a. timelines – B.C.E. and B.C.; C.E. and A.D. b. graphs, tables, charts, and maps
PO 2. Listen to recounts of historical events and people and discuss how they relate to present day.	PO 2. Retell stories to describe past events, people, and places.	PO 2. Place historical events from content studied in chronological order on a timeline.	PO 2. <i>Recognize how archaeological research adds to our understanding of the past.</i>	PO 2. Describe the difference between primary and secondary sources.
PO 3. Sequence recounts of historical events and people using the concepts of before and after.	PO 3. Use primary source materials (e.g., photos, artifacts, maps) to study people and events from the past.	PO 3. Recognize how archaeological research adds to our understanding of the past.	PO 3. <i>Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) and secondary source materials (e.g., encyclopedias, biographies) to study people and events from the past.</i>	PO 3. Locate information using both primary and secondary sources.
PO 4. Use primary source		PO 4. Use primary source	PO 4. <i>Retell stories to</i>	PO 4. Describe how

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Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
materials (e.g., photos, artifacts) to study people and events from the past.		materials (e.g., photos, artifacts, interviews, documents, maps) and secondary source materials (e.g., encyclopedias, biographies) to study people and events from the past.	<i>describe past events, people and places.</i>	archaeological research adds to our understanding of the past.
		PO 5. <i>Retell stories to describe past events, people and places.</i>		

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Grade 5	Grade 6	Grade 7	Grade 8
PO 1. <i>Use the following to interpret historical data:</i> a) <i>timelines – B.C.E. and B.C.; C.E. and A.D.</i> b) <i>graphs, tables, charts, and maps</i>	PO 1. Construct charts, graphs, and narratives using historical data.	PO 1. <i>Construct charts, graphs, and narratives using historical data.</i>	PO 1. <i>Construct charts, graphs, and narratives using historical data.</i>
PO 2. Construct timelines of the historical era being studied (e.g., presidents/ world leaders, key events, people).	PO 2. Interpret historical data displayed in graphs, tables, and charts.	PO 2. <i>Interpret historical data displayed in graphs, tables, and charts.</i>	PO 2. <i>Interpret historical data displayed in graphs, tables, and charts.</i>
PO 3. <i>Describe the difference between primary and secondary sources.</i>	PO 3. <i>Construct timelines of the historical era being studied (e.g., presidents/ world leaders, key events, people).</i>	PO 3. <i>Construct timelines (e.g., presidents/world leaders, key events, people.)</i>	PO 3. Construct timelines (e.g., presidents/ world leaders, key events, people) of the historical era being studied.
PO 4. <i>Locate information using both primary and secondary sources.</i>	PO 4. Formulate questions that can be answered by historical study and research.	PO 4. <i>Formulate questions that can be answered by historical study and research.</i>	PO 4. <i>Formulate questions that can be answered by historical study and research.</i>
PO 5. <i>Describe how archaeological research adds to our understanding of the past.</i>	PO 5. <i>Describe the difference between primary and secondary sources.</i>	PO 5. Describe the relationship between a primary source document and a secondary	PO 5. Describe the difference between a primary source document and a secondary source document

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Grade 5	Grade 6	Grade 7	Grade 8
		source document.	and the relationships between them.
	PO 6. Determine the credibility and bias of primary and secondary sources.	<i>PO 6. Determine the credibility and bias of primary and secondary sources.</i>	<i>PO 6. Determine the credibility and bias of primary and secondary sources.</i>
	PO 7. Analyze cause and effect relationships between and among individuals and/or historical events.	<i>PO 7. Analyze cause and effect relationships between and among individuals and/or historical events.</i>	<i>PO 7. Analyze cause and effect relationships between and among individuals and/or historical events.</i>
	<i>PO 8. Describe how archaeological research adds to our understanding of the past.</i>	PO 8. Describe two points of view on the same historical event.	PO 8. Analyze two points of view on the same historical event.

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High School
PO 1. Interpret historical data displayed in maps, graphs, tables, charts, and geologic time scales.
PO 2. Distinguish among dating methods that yield calendar ages (e.g., dendrochronology), numerical ages (e.g., radiocarbon), correlated ages (e.g., volcanic ash), and relative ages (e.g., geologic time).
PO 3. <i>Formulate questions that can be answered by historical study and research.</i>
PO 4. Construct graphs, tables, timelines, charts, and narratives to interpret historical data.
PO 5. Evaluate primary and secondary sources for: <ul style="list-style-type: none"> a. authors' main points b. purpose and perspective c. facts vs. opinions d. different points of view on the same historical event (e.g., Geography Concept 6 – geographical perspective can be different from economic perspective) e. credibility and validity
PO 6. Apply the skills of historical analysis to current social, political, geographic, and economic issues facing the world.
PO 7. Compare present events with past events: <ul style="list-style-type: none"> a. cause and effect b. change over time c. different points of view

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Concept 2: Early Civilizations The geographic, political, economic, and cultural characteristics of early civilizations made significant contributions to the later development of the United States.				Pre 1500
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
PO 1. Recognize that Native Americans are the original inhabitants of North America.	PO 1. Recognize that the development of farming allowed groups of people to settle in one place and develop into cultures/civilizations (e.g., Ancestral Puebloans [Anasazi], Hohokam, Moundbuilders, Aztec, Mayan). Connect with: Strand 2 Concept 2	PO 1. Recognize that prehistoric Native American mound-building cultures lived in Central and Eastern North America.		(Note: Prehistoric tribes in Arizona were introduced in Grade 1.) PO 1. Describe the legacy and cultures of prehistoric people in the Americas: <ol style="list-style-type: none"> characteristics of hunter-gatherer societies development of agriculture
	PO 2. Recognize that settlement led to developments in farming techniques (e.g., irrigation), government, art, architecture, and communication in North America.			PO 2. Describe the cultures and contributions of the Mogollon, Ancestral Puebloans (Anasazi), and Hohokam (e.g., location, agriculture, housing, arts, trade networks; adaptation and alteration of the environment).
				PO 3. Identify other groups (e.g., Patayan,

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				Sinagua, Salado) residing in the Southwest during this period.
				PO 4. Identify the early civilizations (e.g., Maya, Aztec, Inca/Inka) that developed into empires in Central and South America.
				PO 5. Recognize the achievements and features (e.g., mathematics, astronomy, architecture) of the Mayan, Aztec, and Incan/Inkan civilizations.

Concept 2: Early Civilizations The geographic, political, economic, and cultural characteristics of early civilizations made significant contributions to the later development of the United States.				Pre 1500
Grade 5	Grade 6	Grade 7	Grade 8	
	PO 1. Describe the			

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Grade 5	Grade 6	Grade 7	Grade 8	
	characteristics of hunting and gathering societies in the Americas.			
	PO 2. Describe how farming methods and domestication of animals led to the development of cultures and civilizations from hunting and gathering societies.			
	PO 3. Describe the cultures of the Mogollon, Ancestral Puebloans (Anasazi), and Hohokam: a. location, agriculture, housing, arts, and trade networks b. how these cultures adapted to and altered their environment			
	PO 4. Describe the Adena, Hopewell, and Mississippian mound-building cultures: a. location, agriculture, housing, arts, and trade networks			

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Grade 5	Grade 6	Grade 7	Grade 8
	b. how these cultures adapted to and altered their environment		
	PO 5. Describe the Mayan, Aztec, and Incan/Inkan civilizations: a. location, agriculture, housing, and trade networks b. achievements (e.g., mathematics, astronomy, architecture, government, social structure, arts and crafts) c. how these cultures adapted to and altered their environment		

Concept 2: Early Civilizations The geographic, political, economic, and cultural characteristics of early civilizations made significant contributions to the later development of the United States.		Pre 1500
High School		
PO 1. Describe Prehistoric Cultures of the North American continent:		

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High School	
a. Paleo-Indians, including Clovis, Folsom, and Plano b. Moundbuilders, including Adena, Hopewell, and Mississippian c. Southwestern, including Mogollon, Hohokam, and Ancestral Puebloans (Anasazi)	

Concept 3: Exploration & Colonization The varied causes and effects of exploration, settlement, and colonization shaped regional and national development of the U.S.				1500s – 1700s
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
PO 1. Recognize that explorers (e.g., Columbus, Leif Ericson) traveled to places in the world that were new to them.	PO 1. Describe the interaction of Native Americans with the Spanish (e.g., arrival of Columbus, settlement of St. Augustine, exploration of the Southwest, exchange of ideas, culture and goods).		PO 1. Discuss technological advances (e.g., compass, printing press) that facilitated exploration of the New World.	(Note: Exploration was introduced in Grades K, 1, and 3.) PO 1. Describe the reasons for early Spanish exploration of Mexico and the Southwestern region of the United States by: a. Cabeza de Vaca b. Estevan c. Fray Marcos de Niza d. Francisco Vásques de Coronado
PO 2. Recognize that exploration resulted in the exchange of ideas,	PO 2. Describe the interaction of Native Americans with the		PO 2. Recognize that European countries explored the New World for economic	PO 2. Describe the impact of Spanish colonization on the Southwest:

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Concept 3: Exploration & Colonization The varied causes and effects of exploration, settlement, and colonization shaped regional and national development of the U.S.				1500s – 1700s
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
culture, and goods (e.g., foods, animals, plants, artifacts.)	Pilgrims (e.g., arrival of the Mayflower, Squanto, the Wampanoag, the First Thanksgiving).		and political reasons.	a. establishment of missions and presidios b. lifestyle changes of native people c. contributions of Father Kino
	PO 3. Describe the exchange of ideas, culture and goods between the Native Americans and the Pilgrims.		PO 3. Discuss European explorers (e.g., Samuel Champlain, Henry Hudson, John Cabot, Jacques Cartier, Ponce de Leon, Hernan de Soto) and their discoveries in the New World.	PO 3. Describe the location and cultural characteristics of Native American tribes (e.g., O'odham, Apache, Hopi) during the Spanish period.
	PO 4. Recognize that the United States began as the Thirteen Colonies ruled by England.		PO 4. Recognize how European exploration affected Native Americans in the Eastern regions (e.g., way of life, loss of land).	
	PO 5. Compare the way people lived in Colonial times with how people live today (e.g., housing, food transportation, school).			

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Grade 5	Grade 6	Grade 7	Grade 8	
(Note: The Colonial period was introduced in Grade 1. European exploration was introduced in Grade 3. Spanish exploration was taught in Grade 4.) PO 1. Recognize that Native American tribes resided throughout North America before the period of European exploration and colonization.				
PO 2. Explain the reasons for the explorations of Samuel Champlain, Henry Hudson, John Cabot, Jacques Cartier, Ponce de Leon, and Hernan de Soto in the New World.				
PO 3. Explain the reasons (e.g., religious freedom, desire for land, economic opportunity, a new life) for colonization of America. Connect with: Strand 2 Concept 5 Strand 5 Concept 1				

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PO 4. Describe the contributions of geographic and economic conditions, religion, and colonial systems of government to the development of American democratic practices. Connect with: Strand 5 Concept 1			
PO 5. Describe the geography, cultures, and economics of the Southern, Middle Atlantic, and New England Colonies. Connect with: Strand 4 Concept 2, 6, Strand 5 Concept 1			
PO 6. Identify contributions of individuals (e.g., John Smith, William Penn, Lord Baltimore, Roger Williams, Anne Hutchinson, James Ogelthorpe) who were important to the colonization of America.			
PO 7. Describe interactions (e.g., agricultural and cultural exchanges, alliances, conflicts) between Native Americans and			

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European settlers. Connect with: Strand 2 Concept 5 Strand 4 Concept 5 Strand 5 Concept 1			
PO 8. Describe the causes and effects of triangular trade. Connect with: Strand 2 Concept 5 Strand 5 Concept 1			

Concept 3: Exploration & Colonization The varied causes and effects of exploration, settlement, and colonization shaped regional and national development of the U.S.	1500s – 1700s
High School	
PO 1. Review the reciprocal impact resulting from early European contact with indigenous peoples: a. religious (e.g., conversion attempts) b. economic (e.g., land disputes, trade) c. social (e.g., spread of disease, partnerships) d. food (e.g., corn) e. government (e.g., Iroquois Confederacy, matriarchal leadership, democratic influence)	
PO 2. Describe the reasons for colonization of America (e.g., religious freedom, desire for land, economic opportunity, and a new life).	
PO 3. Compare the characteristics of the New England, Middle, and Southern colonies: a. Colonial governments b. geographic influences, resources, and economic systems	

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High School	
c. religious beliefs and social patterns	
PO 4. Describe the impact of key colonial figures (e.g., John Smith, William Penn, Roger Williams, Anne Hutchinson, John Winthrop).	

Concept 4: Revolution & a New Nation The development of American constitutional democracy grew from political, cultural, and economic issues, ideas, and events.				1700s – 1820
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
PO 1. Recognize that George Washington was our first president.		(Note: American colonies being settled by England was introduced in Grade 1.) PO 1. Recognize that American colonists and Native American groups lived in the area of the Thirteen Colonies that was ruled by England.		
PO 2. Recognize that the Fourth of July is our nation's birthday.		PO 2. Recognize that dissatisfaction with England's rule was a key issue that led to the Revolutionary War. Connect with:		

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Concept 4: Revolution & a New Nation The development of American constitutional democracy grew from political, cultural, and economic issues, ideas, and events.				1700s – 1820
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
		Strand 2 Concept 6		
		PO 3. Describe how the colonists demonstrated their discontent with British Rule (e.g., Boston Tea Party, Declaration of Independence, Paul Revere's Ride, battles of Lexington and Concord).		
		PO 4. Discuss contributions of key people (e.g., George Washington, Thomas Jefferson, Benjamin Franklin) in gaining independence during the Revolutionary War.		
		PO 5. Know that the United States became an independent country as a result of the Revolutionary War.		
		PO 6. Discuss how the need for a strong central		

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Concept 4: Revolution & a New Nation The development of American constitutional democracy grew from political, cultural, and economic issues, ideas, and events.				1700s – 1820
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
		government led to the writing of the Constitution and Bill of Rights.		

Concept 4: Revolution & a New Nation The development of American constitutional democracy grew from political, cultural, and economic issues, ideas, and events.				1700s – 1820
Grade 5	Grade 6	Grade 7	Grade 8	
(Note: Colonial America and the Revolutionary War were introduced in Grades 1 and 2.) PO 1. Describe the significance of the following events leading to the American Revolution a. French and Indian War b. Proclamation of 1763 c. Tea Act d. Stamp Act e. Boston Massacre f. Intolerable Acts Connect with: Strand 2 Concept 6 Strand 3 Concept 5 Strand 5 Concept 2			(Note: The American Revolution was taught in Grade 5. The Foundations and Structure of American Government are taught in Grade 8, Strand 3.) PO 1. Analyze the following events which led to the American Revolution: a. Tea Act b. Stamp Act c. Boston Massacre d. Intolerable Acts e. Declaration of Independence	

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Concept 4: Revolution & a New Nation The development of American constitutional democracy grew from political, cultural, and economic issues, ideas, and events.				1700s – 1820
Grade 5	Grade 6	Grade 7	Grade 8	
PO 2. Describe the significance of the following events in the Revolutionary War: a. Declaration of Independence b. the battles of Lexington and Concord, Saratoga c. aid from France d. surrender at Yorktown Connect with: Strand 3 Concept 1			PO 2. Describe the significance of key events of the Revolutionary War: a. major battles (e.g., Lexington, Saratoga, Trenton) b. aid from France c. surrender at Yorktown	
PO 3. Identify the impact of the following individuals on the Revolutionary War: a. Benjamin Franklin b. Thomas Jefferson c. George Washington d. Patrick Henry e. Thomas Paine f. King George III Connect with: Strand 3 Concept 1			PO 3. Describe the impact of the following key individuals on the Revolutionary War: a. Benjamin Franklin b. Thomas Jefferson c. George Washington d. Patrick Henry e. Thomas Paine f. King George III	
PO 4. Describe how one nation evolved from thirteen colonies through the following events: a. Constitutional Convention			PO 4. Describe the significance of the following documents: a. Declaration of Independence b. Articles of Confederation	

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Social Studies Standard Articulated by Grade Level

Strand 1: American History

Concept 4: Revolution & a New Nation The development of American constitutional democracy grew from political, cultural, and economic issues, ideas, and events.				1700s – 1820
Grade 5	Grade 6	Grade 7	Grade 8	
b. George Washington's presidency c. creation of political parties Connect with: Strand 3 Concept 2, 3, 5			c. Constitution d. Bill of Rights	
			PO 5. Explain the influence of the following individuals in the establishment of a new government: a. Thomas Jefferson b. James Madison c. John Adams d. Benjamin Franklin	
			PO 6. Describe how one nation evolved from thirteen colonies: a. Constitutional Convention b. George Washington's presidency c. creation of political parties (e.g., Federalists, Whigs, Democratic-Republicans)	

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Social Studies Standard Articulated by Grade Level

Strand 1: American History

Concept 4: Revolution & a New Nation The development of American constitutional democracy grew from political, cultural, and economic issues, ideas, and events.	1700s – 1820
High School	
PO 1. Assess the economic, political, and social reasons for the American Revolution: a. British attempts to tax and regulate colonial trade as a result of the French and Indian War b. colonists' reaction to British policy ideas expressed in the Declaration of Independence	
PO 2. Analyze the effects of European involvement in the American Revolution on the outcome of the war.	
PO 3. Describe the significance of major events in the Revolutionary War: a. Lexington and Concord b. Bunker Hill c. Saratoga d. writing and ratification of the Declaration of Independence e. Yorktown	
PO 4. Analyze how the new national government was created: a. Albany Plan of Union influenced by the Iroquois Confederation b. Articles of Confederation c. Constitutional Convention d. struggles over ratification of the Constitution e. creation of the Bill of Rights	
PO 5. Examine the significance of the following in the formation of a new nation: a. presidency of George Washington b. economic policies of Alexander Hamilton c. creation of political parties under Thomas Jefferson and Alexander Hamilton d. the establishment of the Supreme Court as a co-equal third branch of government under John Marshall with cases such as Marbury v.	

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Social Studies Standard Articulated by Grade Level

Strand 1: American History

Concept 4: Revolution & a New Nation The development of American constitutional democracy grew from political, cultural, and economic issues, ideas, and events.	1700s – 1820
High School	
Madison	
PO 6. Examine the experiences and perspectives of the following groups in the new nation: <ul style="list-style-type: none"> a. property owners b. African Americans c. women d. Native Americans e. indentured servants 	

Concept 5: Westward Expansion Westward expansion, influenced by political, cultural, and economic factors, led to the growth and development of the U.S.				1800 – 1860
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
		PO 1. Identify reasons (e.g., economic opportunity, political or religious freedom) for immigration to the United States.		(Note: Westward expansion was introduced in Grade 2.) PO 1. Recognize the change of governance of the Southwest from Spain to Mexico as a result of the Mexican Revolution.
		PO 2. Identify reasons (e.g., economic		PO 2. Describe the

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Social Studies Standard Articulated by Grade Level

Strand 1: American History

Concept 5: Westward Expansion Westward expansion, influenced by political, cultural, and economic factors, led to the growth and development of the U.S.				1800 – 1860
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
		opportunities, forced removal) why people in the United States moved westward to territories or unclaimed lands.		influence of American explorers and trappers (e.g., James O. Pattie, Kit Carson, Bill Williams) on the development of the Southwest.
		PO 3. Discuss the experiences (e.g., leaving homeland, facing unknown challenges) of the pioneers as they journeyed west to settle new lands.		PO 3. Describe events that led to Arizona becoming a possession of the United States: a. Mexican – American War b. Mexican Cession (Treaty of Guadalupe-Hidalgo) c. Gadsden Purchase
		PO 4. Describe how new forms of transportation and communication impacted the westward expansion of the United States: a. transportation (e.g., trails, turnpikes, canals, wagon trains, steamboats,		PO 4. Describe the impact of Native Americans, Hispanics, and newcomers from the United States and the world on the

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Social Studies Standard Articulated by Grade Level

Strand 1: American History

Concept 5: Westward Expansion Westward expansion, influenced by political, cultural, and economic factors, led to the growth and development of the U.S.				1800 – 1860
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
		a. railroads b. communication (e.g., Pony Express, telegraph)		culture of Arizona (e.g., art, language, architecture, mining, ranching).
		PO 5. Discuss the effects (e.g., loss of land, depletion of the buffalo, establishment of reservations, government boarding schools) of Westward Expansion on Native Americans.		PO 5. Describe the conflict of cultures that occurred between newcomers and Arizona Native Americans: a. Indian Wars b. Navajo Long Walk c. formation of reservations

Concept 5: Westward Expansion Westward expansion, influenced by political, cultural, and economic factors, led to the growth and development of the U.S.				1800 – 1860
Grade 5	Grade 6	Grade 7	Grade 8	
(Note: Westward expansion was introduced in Grades 2 and 4.) PO 1. Describe the following				

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Social Studies Standard Articulated by Grade Level

Strand 1: American History

Concept 5: Westward Expansion Westward expansion, influenced by political, cultural, and economic factors, led to the growth and development of the U.S.				1800 – 1860
Grade 5	Grade 6	Grade 7	Grade 8	
events of 19 th century presidencies of: a. Thomas Jefferson – Louisiana Purchase; explorations of Lewis and Clark b. James Madison – War of 1812 c. James Monroe – The Monroe Doctrine d. Andrew Jackson – Nationalism and Sectionalism; Trail of Tears e. James Polk – Mexican-American War; discovery of gold in California Connect with: Strand 3 Concept 3, Strand 4 Concept 4, 6				
PO 2. Describe the different perspectives (e.g., Native Americans, settlers, Spanish, the U.S. government, prospectors) of Manifest Destiny. Connect with: Strand 4 Concept 4, 6				

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Social Studies Standard Articulated by Grade Level

Strand 1: American History

Concept 5: Westward Expansion Westward expansion, influenced by political, cultural, and economic factors, led to the growth and development of the U.S.				1800 – 1860
Grade 5	Grade 6	Grade 7	Grade 8	
PO 3. Identify major westward migration routes of the 19 th Century. Connect with: Strand 4 Concept 4, 6				
PO 4. Describe how manufacturing, textiles, transportation improvements, and other innovations of the Industrial Revolution contributed to U.S. growth and expansion. Connect with: Strand 4 Concept 4, 6				
PO 5. Describe the following individuals' role in the reform movement before the Civil War: a. Frederick Douglass b. Harriet Tubman c. William Lloyd Garrison d. Sojourner Truth				

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Social Studies Standard Articulated by Grade Level

Strand 1: American History

Concept 5: Westward Expansion Westward expansion, influenced by political, cultural, and economic factors, led to the growth and development of the U.S.	1800 – 1860
High School	
PO 1. Trace the growth of the American nation during the period of western expansion: <ul style="list-style-type: none"> a. Northwest Territory b. Louisiana Territory c. Florida d. Texas e. Oregon Country f. Mexican Cession g. Gadsden Purchase h. Alaska 	
PO 2. Analyze how the following events affected the political transformation of the developing nation: <ul style="list-style-type: none"> a. Jefferson's Presidency b. War of 1812 c. Jackson's Presidency 	
PO 3. Identify how economic incentives and geography influenced early American explorations: <ul style="list-style-type: none"> a. explorers (e.g., Lewis and Clark, Pike, Fremont) b. fur traders c. miners d. missionaries (e.g., Father Kino, Circuit Riders) 	
PO 4. Describe the impact of European-American expansion on native peoples.	
PO 5. Describe the impact of the following aspects of the Industrial Revolution on the United States: <ul style="list-style-type: none"> a. transportation improvements (e.g., railroads, canals, steamboats) b. factory system manufacturing c. urbanization 	

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Social Studies Standard Articulated by Grade Level

Strand 1: American History

Concept 5: Westward Expansion Westward expansion, influenced by political, cultural, and economic factors, led to the growth and development of the U.S.	1800 – 1860
High School	
d. inventions (e.g., telegraph, cotton gin, interchangeable parts)	

Concept 6: Civil War & Reconstruction Regional conflicts led to the Civil War and resulted in significant changes to American social, economic, and political structures.				1850 – 1877
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
			PO 1. Recognize that there were issues (e.g., slavery, states' rights, South seceded from the Union) associated with the Civil War.	(Note: The Civil War was introduced in Grade 3.) PO 1. Describe events in Arizona during the Civil War: a. Battle of Picacho Peak b. Battle of Apache Pass c. Arizona becomes a territory
			PO 2. Discuss contributions of people (e.g., Abraham Lincoln, Jefferson Davis, Robert E. Lee, Ulysses S. Grant, Harriet Tubman, Sojourner Truth, Frederick Douglass) during the Civil War era.	

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Social Studies Standard Articulated by Grade Level

Strand 1: American History

Concept 6: Civil War & Reconstruction Regional conflicts led to the Civil War and resulted in significant changes to American social, economic, and political structures.				1850 – 1877
Grade 5	Grade 6	Grade 7	Grade 8	
(Note: The Civil War was introduced in Grade 3 and the Civil War in Arizona was taught in Grade 4.) PO 1. Describe factors leading to the Civil War: a. role of abolitionists and Underground Railroad b. sectionalism between North and South c. westward expansion Connect with: Strand 3 Concept 3, 4; Strand 4 Concept 2, 4, 6; Strand 5 Concept 1		(Note: The Civil War was introduced in Grade 5.) PO 1. Analyze the factors leading to the Civil War: a. role of abolitionists and Underground Railroad b. Sectionalism and States' Rights c. Westward expansion d. Missouri and 1850 Compromises e. Dred Scott Decision f. Kansas-Nebraska Act		
PO 2. Identify the reasons why the following were important events of the Civil War: a. firing on Ft. Sumter b. major battles c. delivery of the Emancipation Proclamation d. surrender at Appomattox		PO 2. Determine the significance of the following events of the Civil War: a. firing on Fort Sumter b. major battles – Bull Run, Antietam, Vicksburg, Gettysburg c. enactment of the Emancipation Proclamation d. Sherman's march		

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Social Studies Standard Articulated by Grade Level

Strand 1: American History

Concept 6: Civil War & Reconstruction Regional conflicts led to the Civil War and resulted in significant changes to American social, economic, and political structures.			1850 – 1877
Grade 5	Grade 6	Grade 7	Grade 8
		e. surrender at Appomattox	
		PO 3. Describe significance of the following individuals or groups in the Civil War: a. political leaders (i.e., Abraham Lincoln, Jefferson Davis) b. military leaders (e.g., Robert E. Lee, Ulysses S. Grant, William Tecumseh Sherman, Thomas “Stonewall” Jackson) c. role of African-Americans d. role of Women	
		PO 4. Analyze the impact of the Civil War on the following personal, social, and economic aspects of American life: a. Americans fighting Americans b. high casualties caused	

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Social Studies Standard Articulated by Grade Level

Strand 1: American History

Concept 6: Civil War & Reconstruction Regional conflicts led to the Civil War and resulted in significant changes to American social, economic, and political structures.				1850 – 1877
Grade 5	Grade 6	Grade 7	Grade 8	
		by disease and the type of warfare c. widespread destruction of American property d. change in status of freed slaves e. value of railroads and industry		
		PO 5. Describe the impact of various events and movements that influenced Reconstruction: a. Lincoln's assassination b. Ku Klux Klan and the development of Jim Crow laws c. Freedmen's Bureau d. Civil War Constitutional Amendments e. industrialization		
		PO 6. Describe the basic provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments.		

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Social Studies Standard Articulated by Grade Level

Strand 1: American History

Concept 6: Civil War & Reconstruction Regional conflicts led to the Civil War and resulted in significant changes to American social, economic, and political structures.	1850 – 1877
High School	
PO 1. Explain the economic, social, and political causes of the Civil War: a. economic and social differences between the North, South, and West b. balance of power in the Senate (e.g., Missouri and 1850 Compromises) c. extension of slavery into the territories (e.g., Dred Scott Decision, the Kansas-Nebraska Act) d. role of abolitionists (e.g., Frederick Douglass and John Brown) e. debate over popular sovereignty/states rights f. Presidential election of 1860	
PO 2. Analyze aspects of the Civil War: a. changes in technology b. importance of resources c. turning points d. military and civilian leaders e. effect of the Emancipation Proclamation f. effect on the civilian populations	
PO 3. Analyze immediate and long term effects of Reconstruction in post Civil War America: a. various plans for reconstruction of the South b. Lincoln's assassination c. Johnson's impeachment d. Thirteenth, Fourteenth and Fifteenth Amendments e. resistance to and end of Reconstruction (e.g., Jim Crow laws, KKK, Compromise of 1877)	

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Social Studies Standard Articulated by Grade Level

Strand 1: American History

Concept 7: Emergence of the Modern U.S. Economic, social, and cultural changes transformed the U.S. into a world power.				1875 – 1929
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
			PO 1. Discuss reasons (e.g., famine, political discord, religious persecution, economic opportunity) why people left their home country to start a new life in the United States.	PO 1. Describe the economic development of Arizona: a. mining b. ranching c. farming and dams
			PO 2. Describe the experiences (e.g., new language, customs, opportunities, hardships) in immigrants' lives after settling in the United States during the late 19 th and early 20 th centuries.	PO 2. Describe the advent of innovations in transportation (e.g., steamboats, freighting, stagecoaches, railroads) that helped Arizona's growth and economy.
				PO 3. Identify key individuals and groups (e.g., Charles Poston, Sharlot Hall, Buffalo Soldiers, Geronimo, George W.P. Hunt, Manuelito, Cochise) related to Arizona territorial days and early statehood.
				PO 4. Recognize that Arizona changed from a territory to a state on

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Social Studies Standard Articulated by Grade Level

Strand 1: American History

Concept 7: Emergence of the Modern U.S. Economic, social, and cultural changes transformed the U.S. into a world power.				1875 – 1929
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
				February 14, 1912.
				PO 5. Recognize the formation of Native American communities and reservations in Arizona (e.g., Gila River Reservation, Yaquis, Colorado River Indian Tribes).

Concept 7: Emergence of the Modern U.S. Economic, social, and cultural changes transformed the U.S. into a world power.				1875 – 1929
Grade 5	Grade 6	Grade 7	Grade 8	
		PO 1. Examine the reasons why people emigrated from their homelands to settle in the United States during the late 19 th century.		

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Strand 1: American History

Concept 7: Emergence of the Modern U.S. Economic, social, and cultural changes transformed the U.S. into a world power.			1875 – 1929
Grade 5	Grade 6	Grade 7	Grade 8
		PO 2. Describe how the United States was positively and negatively affected by factors and events resulting from the arrival of a large numbers of immigrants.	
		PO 3. Discuss how the Industrial Revolution in the United States was supported by multiple factors (e.g., geographic security, abundant natural resources, innovations in technology, available labor, global markets).	
		PO 4. Discuss the relationship between immigration and industrialization.	
		PO 5. Analyze the impact of industrialization on the United States: a. rural to urban migration b. factory conditions c. unions d. influence of big businesses	

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Strand 1: American History

Concept 7: Emergence of the Modern U.S. Economic, social, and cultural changes transformed the U.S. into a world power.			1875 – 1929
Grade 5	Grade 6	Grade 7	Grade 8
		PO 6. Describe the following Progressive Reforms that resulted from the Industrial Revolution: <ol style="list-style-type: none"> labor unions Women's Suffrage trust busting conservation of natural resources Temperance Movement 	
		PO 7. Describe how innovations of the Industrial Revolution (e.g., manufacturing, textiles, transportation, improvements) contributed to U.S. growth and expansion.	
		PO 8. Identify the following groups' contributions to the changing social and political structure of the United States: <ol style="list-style-type: none"> labor leaders (e.g., Samuel Gompers, Mother Jones) social reformers (e.g., Susan B. Anthony, Elizabeth Cady Stanton) industrialists (e.g., Andrew Carnegie, John D. Rockefeller) inventors (e.g., Thomas Edison, Henry Ford) 	

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Strand 1: American History

Concept 7: Emergence of the Modern U.S. Economic, social, and cultural changes transformed the U.S. into a world power.			1875 – 1929
Grade 5	Grade 6	Grade 7	Grade 8
		e. Populists (e.g., William Jennings Bryan) f. financiers (e.g., J.P. Morgan, Jay Gould)	
		PO 9. Describe the following factors that fostered the growth of American imperialism during the late 19 th and early 20 th centuries: a. desire for military strength b. interest in new markets c. need for inexpensive source of raw materials	
		PO 10. Analyze the United States' expanding role in the world during the late 19 th and early 20 th centuries: a. Spanish American War b. Panama Canal c. Alaska and Hawaii d. Open Door Policy e. China – Boxer Rebellion	
		PO 11. Describe major factors in Arizona history (e.g., territorial status, mining, constitutional convention)	

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Strand 1: American History

Concept 7: Emergence of the Modern U.S. Economic, social, and cultural changes transformed the U.S. into a world power.			1875 – 1929
Grade 5	Grade 6	Grade 7	Grade 8
		leading to statehood.	
		PO 12. Describe the following events that led to United States involvement in World War I: a. shift away from isolationism b. sinking of the Lusitania c. Zimmermann Telegram	
		PO 13. Describe important events associated with World War I: a. anti-German feelings in the United States b. passing of the Selective Service Act c. migration of African-Americans to the north d. Wilson's Fourteen Points e. controversy over the Treaty of Versailles	

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Social Studies Standard Articulated by Grade Level

Strand 1: American History

Concept 7: Emergence of the Modern U.S. Economic, social, and cultural changes transformed the U.S. into a world power.	1875 – 1929
High School	
PO 1. Analyze how the following aspects of industrialization transformed the American economy beginning in the late 19 th century: a. mass production b. monopolies and trusts (e.g., Robber Barons, Taft- Hartley Act) c. economic philosophies (e.g., laissez faire, Social Darwinism, free silver) d. labor movement (e.g., Bisbee Deportation) e. trade	
PO 2. Assess how the following social developments influenced American society in the late nineteenth and early twentieth centuries: a. Civil Rights issues (e.g., Women's Suffrage Movement, Dawes Act, Indian schools, lynching, Plessy v. Ferguson) b. changing patterns in Immigration (e.g., Ellis Island, Angel Island, Chinese Exclusion Act, Immigration Act of 1924) c. urbanization and social reform (e.g., health care, housing, food & nutrition, child labor laws) d. mass media (e.g., political cartoons, muckrakers, yellow journalism, radio) e. consumerism (e.g., advertising, standard of living, consumer credit) f. Roaring Twenties (e.g., Harlem Renaissance, leisure time, jazz, changed social mores)	
PO 3. Analyze events which caused a transformation of the United States during the late nineteenth and early twentieth centuries: a. Indian Wars (e.g., Little Bighorn, Wounded Knee) b. Imperialism (e.g., Spanish American War, annexation of Hawaii, Philippine-American War) c. Progressive Movement (e.g., Sixteenth through Nineteenth Amendments, child labor) d. Teddy Roosevelt (e.g., conservationism, Panama Canal, national parks, trust busting) e. corruption (e.g., Tammany Hall, spoils system) f. World War I (e.g., League of Nations, Isolationism) g. Red Scare/Socialism h. Populism	
PO 4. Analyze the effect of direct democracy (initiative, referendum, recall) on Arizona statehood.	

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Social Studies Standard Articulated by Grade Level

Strand 1: American History

Concept 8: Great Depression & WWII Domestic and world events, economic issues, and political conflicts redefined the role of government in the lives of U.S. citizens.				1929 – 1945
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
				PO 1. Describe changes in the lives of U.S. and Arizona residents during the Great Depression: <ul style="list-style-type: none"> a. poverty b. unemployment c. loss of homes or businesses d. migration
				PO 2. Describe the reasons for the U.S. becoming involved in World War II (e.g., German and Japanese aggression).
				PO 3. Describe the impact of World War II on Arizona (e.g., economic boost, military bases, Native American and Hispanic contributions, POW camps, relocation of Japanese Americans).

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Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
				PO 4. Describe how lives were affected during World War II (e.g., limited goods, women worked in factories, increased patriotism).

Concept 8: Great Depression & WWII Domestic and world events, economic issues, and political conflicts redefined the role of government in the lives of U.S. citizens.				1929 – 1945
Grade 5	Grade 6	Grade 7	Grade 8	
		PO 1. Identify economic policies and factors (e.g., unequal distribution of income, weaknesses in the farm sector, buying on margin, stock market crash) that led to the Great Depression.	(Note: The Great Depression was taught in Grade 7 and World War II in Arizona was introduced in Grade 4.) PO 1. Review the impact of the Great Depression on the United States.	
		PO 2. Determine the impact of natural and manmade crises (e.g., unemployment, food lines, the Dust Bowl and the western migration of	PO 2. Explain how Pearl Harbor led to United States involvement in World War II.	

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Grade 5	Grade 6	Grade 7	Grade 8	
		Midwest farmers) of the Great Depression.		
		PO 3. Describe how the following New Deal programs affected the American people: a. works programs (e.g., WPA, CCC, TVA) b. farm subsidies c. Social Security	PO 3. Explain the impact of World War II on economic recovery from the Great Depression.	
		PO 4. Describe how Pearl Harbor led to United States involvement in World War II.	PO 4. Explain how the following factors affected the U.S. home front during World War II: a. war bond drives b. war industry c. women and minorities in the work force d. rationing e. internment of Japanese-, German-, and Italian - Americans	
		PO 5. Describe the impact of World War II on economic recovery from the Great Depression.	PO 5. Describe Arizona's contributions to the war effort: a. Native American Code	

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Strand 1: American History

Concept 8: Great Depression & WWII Domestic and world events, economic issues, and political conflicts redefined the role of government in the lives of U.S. citizens.				1929 – 1945
Grade 5	Grade 6	Grade 7	Grade 8	
			Talkers b. Ira Hayes c. mining d. training bases e. POW and internment camps	
			PO 6. Summarize the United States' role in the following events: a. D-day invasion b. battles of the Pacific c. development and use of the atomic bomb d. V-E Day / V-J Day	
			PO 7. Analyze the following individuals' significance to World War II: a. Franklin D. Roosevelt b. Dwight Eisenhower c. George Patton d. Douglas MacArthur e. Harry Truman f. Eleanor Roosevelt	

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Social Studies Standard Articulated by Grade Level

Strand 1: American History

Concept 8: Great Depression & WWII Domestic and world events, economic issues, and political conflicts redefined the role of government in the lives of U.S. citizens.	1929 – 1945
High School	
PO 1. Describe causes and consequences of the Great Depression: <ol style="list-style-type: none"> economic causes of the Depression (e.g., economic policies of 1920s, investment patterns and stock market crash) Dust Bowl (e.g., environmental damage, internal migration) effects on society (e.g., fragmentation of families, Hoovervilles, unemployment, business failure, breadlines) changes in expectations of government (e.g., New Deal programs) 	
PO 2. Describe the impact of American involvement in World War II: <ol style="list-style-type: none"> movement away from isolationism economic recovery from the Great Depression homefront transformations in the roles of women and minorities Japanese, German, and Italian internments and POW camps war mobilization (e.g., Native American Code-Talkers, minority participation in military units, media portrayal) turning points such as Pearl Harbor, D-Day, Hiroshima/Nagasaki 	

Concept 9: Postwar U.S. Postwar tensions led to social change in the U.S. and to a heightened focus on foreign policy.				1945 – 1970s
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
PO 1. Recognize that astronauts (e.g., John Glenn, Neil Armstrong, Sally Ride) are explorers of space.	PO 1. Recognize that Rosa Parks, Martin Luther King Jr., and César Chavez worked for and supported the rights and freedoms of others.		(Note: Civil Rights leaders were introduced in Grade 1.) PO 1. Recognize that individuals (e.g., Susan B. Anthony, Jackie Robinson, Rosa Parks, Martin Luther King Jr., César Chavez)	PO 1. Describe changes (e.g., population growth, economic growth, cultural diversity, civil rights) that took place in Arizona during the postwar era.

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Social Studies Standard Articulated by Grade Level

Strand 1: American History

Concept 9: Postwar U.S. Postwar tensions led to social change in the U.S. and to a heightened focus on foreign policy.				1945 – 1970s
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
			worked for and supported the rights and freedoms of others.	

Concept 9: Postwar U.S. Postwar tensions led to social change in the U.S. and to a heightened focus on foreign policy.				1945 – 1970s
Grade 5	Grade 6	Grade 7	Grade 8	
			PO 1. Describe the following origins of the Cold War: <ul style="list-style-type: none"> a. Western fear of communist expansion b. Soviet fear of capitalist influences c. development of nuclear weapons d. Truman Doctrine 	
			PO 2. Describe the impact of the Cold War on the United States: <ul style="list-style-type: none"> a. McCarthyism b. arms race c. space race d. Cuban Missile Crisis e. creation of the CIA 	

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Strand 1: American History

Concept 9: Postwar U.S. Postwar tensions led to social change in the U.S. and to a heightened focus on foreign policy.				1945 – 1970s
Grade 5	Grade 6	Grade 7	Grade 8	
				PO 3. Identify the role of the United States in the Korean War: a. Communist containment b. military involvement c. resolution of conflict
				PO 4. Identify the role of the United States in the Vietnam Conflict: a. containment of Communism – Domino Theory b. Gulf of Tonkin Resolution c. Tet Offensive d. anti-war protests e. Vietnam Peace Accords
				PO 5. Describe life (e.g., transportation, communication, technology, medical, entertainment, growth of suburbs) in the U.S. during the Post War period.
				PO 6. Describe the importance of the following civil rights issues and events: a. Jim Crow Laws b. nonviolent protests c. desegregation

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Strand 1: American History

Concept 9: Postwar U.S. Postwar tensions led to social change in the U.S. and to a heightened focus on foreign policy.				1945 – 1970s
Grade 5	Grade 6	Grade 7	Grade 8	
			d. Civil Rights Act of 1964 e. Voting Rights Act of 1965	

Concept 9: Postwar U.S. Postwar tensions led to social change in the U.S. and to a heightened focus on foreign policy.	1945 – 1970s
High School	
PO 1. Analyze aspects of America's post World War II foreign policy: a. international activism (e.g., Marshall Plan, United Nations, NATO) b. Cold War (e.g., domino theory, containment, Korea, Vietnam) c. Arms Race (e.g., Cuban Missile Crisis, SALT) d. United States as a superpower (e.g., political intervention and humanitarian efforts)	
PO 2. Describe aspects of American post-World War II domestic policy: a. McCarthyism b. Civil Rights (e.g., Birmingham, 1964 Civil Rights Act, Voting Rights Act, Constitutional Amendments) c. Supreme Court Decisions (e.g., the Warren and Burger Courts) d. Executive Power (e.g., War Powers Act, Watergate) e. social reforms Great Society and War on Poverty f. Space Race and technological developments	
PO 3. Describe aspects of post World War II American society: a. postwar prosperity (e.g., growth of suburbs, baby boom, GI Bill) b. popular culture (e.g., conformity v. counter-culture, mass-media) c. protest movements (e.g., anti-war, women's rights, civil rights, farm workers, César Chavez) d. assassinations (e.g., John F. Kennedy, Martin Luther King, Jr., Robert F. Kennedy, Malcolm X) e. shift to increased immigration from Latin America and Asia	

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Social Studies Standard Articulated by Grade Level

Strand 1: American History

Concept 10: Contemporary U.S. Current events and issues continue to shape our nation and our involvement in the global community.				1970s – Present
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
PO 1. Use information from written documents, oral presentations, and the media to discuss current local events.	PO 1. Use information from written documents, oral presentations, and the media to discuss current local and state events.	PO 1. Use information from written documents, oral presentations, and the media to describe current events.	PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	PO 1. <i>Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</i>
		PO 2. Connect current events with historical events from content studied in Strand 1 using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	PO 2. Discuss the connections between current events and historical events and issues from content studied in Strand 1 using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	PO 2. Discuss the connections between current and historical events and issues from content studied in Strand 1 using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).
		PO 3. Recognize current Native American tribes in the United States (e.g., Navajo, Cherokee, Lakota, Iroquois, Nez Perce).		PO 3. Describe the influence of key individuals (e.g., Sandra Day O'Connor, Carl Hayden, Ernest W. McFarland, Barry Goldwater, César

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Strand 1: American History

Concept 10: Contemporary U.S. Current events and issues continue to shape our nation and our involvement in the global community.				1970s – Present
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
				Chavez, John McCain) in Arizona.
				PO 4. Discuss the contributions of diverse populations to Arizona.

Concept 10: Contemporary U.S. Current events and issues continue to shape our nation and our involvement in the global community.				1970s – Present
Grade 5	Grade 6	Grade 7	Grade 8	
PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	PO 1. Describe events (e.g., opening of foreign relations with China, Watergate, resignation) of the presidency of Richard Nixon.	
PO 2. Discuss the connections between current and historical events and issues from content studied in Strand 1 using information from class discussions and various resources (e.g., newspapers,	PO 2. Identify the connection between current and historical events and issues studied at this grade level using information from class discussions and various resources (e.g., newspapers, magazines,	PO 2. Identify the connection between current and historical events and issues studied at this grade level using information from class discussions and various resources (e.g., newspapers, magazines,	PO 2. Describe events (e.g., succession to presidency, pardoning of Nixon) of the presidency of Gerald Ford.	

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Strand 1: American History

Concept 10: Contemporary U.S. Current events and issues continue to shape our nation and our involvement in the global community.			1970s – Present
Grade 5	Grade 6	Grade 7	Grade 8
magazines, television, Internet, books, maps).	television, Internet, books, maps).	<i>television, Internet, books, maps).</i>	
	PO 3. Describe how key political, social, and economic events of the late 20th century and early 21st century affected, and continue to affect, the United States.	PO 3. <i>Describe how key political, social, geographic, and economic events of the late 20th century and early 21st century affected, and continue to affect, the United States.</i>	PO 3. Describe events (e.g., Camp David Peace Accords, Iran Hostage Crisis) of the presidency of Jimmy Carter.
			PO 4. Describe events (e.g., Star Wars, Iran-Contra Affair) of the presidency of Ronald Reagan.
			PO 5. Describe events (e.g., Persian Gulf War, Berlin Wall falls) of the presidency of George H.W. Bush.
			PO 6. Describe events (e.g., economic growth, impeachment) of the presidency of William Clinton.
			PO 7. Describe events (e.g., September 11 Terrorist Attacks, Afghanistan, Iraq War) of the presidency of George W. Bush.

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Social Studies Standard Articulated by Grade Level

Strand 1: American History

Concept 10: Contemporary U.S. Current events and issues continue to shape our nation and our involvement in the global community.			1970s – Present
Grade 5	Grade 6	Grade 7	Grade 8
			PO 8. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).
			PO 9. Identify the connection between current and historical events and issues studied at this grade level using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).
			PO 10. Describe how key political, social, geographic, and economic events of the late 20th century and early 21st century affected, and continue to affect, the United States.

Concept 10: Contemporary U.S. Current events and issues continue to shape our nation and our involvement in the global community.	1970s – Present
High School	
PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet,	

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Strand 1: American History

Concept 10: Contemporary U.S. Current events and issues continue to shape our nation and our involvement in the global community.	1970s – Present
High School <i>books, maps).</i>	
PO 2. <i>Identify the connection between current and historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</i>	
PO 3. Describe how key political, social, environmental, and economic events of the late 20th century and early 21st century (e.g., Watergate, OPEC/oil crisis, Central American wars/Iran-Contra, End of Cold War, first Gulf War, September 11) affected, and continue to affect, the United States.	

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